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Editorial.

AN idea prevails quite generally among teachers of graded schools that a percentage of scholarship, obtained by means of some manipulations of figures, said figures being the product of a more or less accurate judgment on the part of the teacher as to the merit or demerit of a pupil's effort at recitation, is an infallible measure of the said pupil's relative "standing" in school, an index of his present educational status. The "marking," brought about by a system of averaging known only to teachers of graded schools, is looked upon as an evidence of proficiency or deficiency in the pupil's education up to the point where the class is at the time supposed to be. If it is above a certain figure, it is well; the pupil has done enough in that study; and if in each study this average is thus satisfactory, the pupil's education to that point in the "course" is supposed to be all that is expected or desired,—perhaps all that is possible

As far as the pupil's knowledge of that particular branch of study is concerned, the percentage may indicate more or less accurately, according to the teacher's skill in marking, his relative standing in the class; but it may be far from indicating his real proficiency as a student, or his attainments in that full and rounded education which the public school ought to afford. There is much in real education which cannot be reached and measured by figures and percentages. And there is much that can and ought to be so measured, if percentages are obtained at all, but which is seldom taken into the account. It may transpire that A and B are marked exactly alike; hence they are reported as holding the same rank and position in the educational scale of the school; but are there not other considerations which ought to be taken into the account besides mere accuracy in answering the questions put to a class? A may have accomplished in reality far more than B within the time allotted to that study, though their percentages at the end are equal.

An important element in the determination of a child's education, at any given time, is his age. If A at ten years of age is marked the same as B at twelve, the true education of A is superior to that of B. And though the average number of correct answers given by A is less than the average of those given by B, the differences in their ages should be taken into consideration in deciding upon the percentage or relative standing. And not only age, but health should also be more largely considered in obtaining final averages. Natural ability and aptness are other elements which should enter into the estimate, though few teachers think of anything more than the correctness or incorrectness of answers given.

Not only is this inflexible and false practice too largely indulged in determining averages for promotion, but in the whole execution of the graded school programme there has come to be too much fixedness, and too little elasticity. It is not improper or partial for one pupil to be promoted for attainments inferior to those required of another pupil in the same class. One pupil may deserve commendation for doing what it might be a fault for another to neglect, and promotion is only one form of commendation. The teacher should be satisfied with a much less finished recitation from one pupil than from another, if the circumstances of age, health, and ability demand or justify it.

The best qualification a teacher can attain is to cultivate a good supply of common sense. In determining the progress of pupils, in executing any of the regular work of a school, common sense can be used, with quite as much propriety as a scholarship equal to a teacher's certificate. With a judicious exercise of a little originality and independence, a teacher will accomplish more for the education of the pupils of a school, though scholarship may be lacking, than any amount of scholarship which conforms strictly to rules, programmes, and percentages, can accomplish. Talent is a good thing for a teacher to possess, but talent without tact will never make a perfect teacher. The common sense teacher will not be bound to programmes, and methods, and percentages, but will use all these, and all kinds of them, in his conduct of a school. W.

The good people of Boston are not the only ones who think that they have been fortunately located at the hub of the universe. That ingenuous down-easter in Maine who expressed compassion for his Boston neighbor because he—the Boston man—lived *so far away*, represents a large number of people in these western states. These people think that when they write a postal card (they seldom write letters) it is only necessary for them to inscribe the word Smithtown on their card, and sign their "mark," for—the editor of a paper, we were about to say; but perhaps they sometimes send their postal cards to other people also,—for the one who receives the card to be at once fully informed as to the exact starting-point of said card by Uncle Sam. But really if Uncle Sam didn't come to our relief sometimes, we would never have the satisfaction of knowing where in the wide country our postal card writer did live. The stamp of the postmaster is a great help to us in answering such correspondents.

Smithtown may be in Illinois, or it may be in Maine, or any other state in the union, or in all of them, and then what shall we do? If we do not reply instanter to every one of those postal cards, whether we know to what state to send our reply or

not, we are doomed to get another in about a week, accusing us of being indifferent to the rights of unknown and uninfluential people whose money we have managed to get into our hands! *Nos miseros!* We disclaim any such intention. We want to answer that postal card (we always do like to answer postal cards), but how in the world can we do it? If we guess at the state, and send our answer to Texas, when it ought to go to Minnesota, we accomplish nothing, and give Uncle Sam a good deal of unnecessary trouble. We must wait till the second card comes, and perhaps the postmaster will supply next time what the writer omitted.

But postal card writers are not the only people who neglect to name the state on the documents which they deliver to the mails. To-day we received a circular announcing the "commencement" exercises of Jones University; yesterday came a pamphlet giving a course of study in the normal institutes of the state, and a few days ago a catalogue of the public schools of Brown's Corners came to hand, but on none of these could we find any indication of the state in which said university, normal institutes, and public schools were located. We wanted to mention them in our news department, but were afraid that, if we put them under the head of California we might offend our friends who sent them, and who might be living in Florida. Once in a while it is not easy to find from what state a Report of the Superintendent of Public Instruction comes. The printer of the pamphlet not unfrequently comes to our help, however, by placing his imprint on some part of the document, and in such cases we are enabled to make the proper acknowledgment. Will some one please inform us why the name of the state should not be mentioned with the name of the town or city, when such town or city may be repeated in name a hundred times throughout the Union? When we say New York, Boston, Philadelphia, Chicago, New Orleans, etc., it is well known what place is meant, but when we say Washington, Rochester, Georgetown, Quincy, Mayville, Smithtown, or Brown's Corners, we must be classed among those who think they live at the hub, unless we mention also the state in which our hub is situated. W.

The questions related to examinations are always important in any country that has a highly developed system of education. How often shall examinations be held? In what way shall the student be required to prepare for them; or shall any special preparation be exacted? What plan of reviews, if any, in the particulars of frequency, comprehension, and otherwise, shall lead up to them? And how, finally, shall the examinations be conducted? These, with other and allied questions that will readily recur to the initiated, are important to almost all grades of educators. They are scarcely less important, perhaps, in this country, where the the curriculum is less rigid and the examinations less close, than in Great Britain, where pretty nearly the *ultima thule* of severity in examination seems to have been reached, especially in the struggle for the "little goes," the "great goes," and the "tripos̆es," at the universities.

In an essay contributed to the English periodical, *Mind*, and republished in the first of the supplements to that invaluable magazine, *The Popular Science Monthly*, Prof. W. Stanley Jevons, the distinguished logician, deals ably and at much length with some of these questions, under the terse but comprehensive title of "Cram." He thinks the British examination system is in "that critical age at which its progress is so marked as to raise wide-spread irritation." It has become, he says, the fashion to abuse examinations, and "cram," as the destruction of true study, is one of the popular cries against them. No less a personage than the Home Secretary for Great Britain, in his speech at the annual prize distribution in the Liverpool College, last December, seized the occasion to "indulge in the usual denunciation of "cram." Said he: "Examination is not education. You require a great deal more than that. As well as being examined, you must be taught." And much more in illustration of this, and commentary upon it. The writer, however, has apparently little difficulty in establishing the necessity of examination, in one form or another, as "not only an indispensable test of results, but as a main element in training." From examination he reasons easily to the necessity of the preliminary "cram," and declares boldly "that well-ordered education is a severe system of well-sustained 'cram.'" "The agony of the examination-room is an anticipation of the struggles of life. All life is a long series of competitive examinations." These propositions are plainly laid down, and much of the truth of them is upon the surface. Nearly all who win the great prizes of life undergo a succession of ordeals, to which the tests of school examinations are but child's play. For each, in general, special preparation is necessary; and by their results is success or failure usually determined.

Prof. Jevons, however, makes careful distinction between what he calls "good cram" and "bad cram." The former directs the student's studies into the most "paying" lines, and restricts them rigorously to those lines, giving a training, mayhap, of a thorough and arduous character, so that his faculties are stretched and exercised to their utmost within the lines. "'Bad cram,' on the other hand, consists in temporarily impressing upon the candidate's mind a collection of facts, dates, or formulæ, held in a wholly undigested state and ready to be disgorged in the examination-room as an act of mere memory. * * Dates, rules of grammar, and the like, may be 'crammed' by mnemonic lines, or by one of those wretched systems of artificial memory, teachers of which are always going about. In such ways it is, I believe, possible to give answers which simulate knowledge, and no more prove true knowledge than the chattering of a parrot proves intellect." He justly thinks this can never be resorted to advantageously by those who are capable of "good cram."

To this the editor of the *Monthly*, in the (June) number following the issue of this supplement, enters emphatic objection. He affirms that "'bad cram' means a great deal more than Prof. Jevons here indicates; and his 'good cram' is either 'bad cram' or no 'cram' at all." In the interests of the new education, Prof. Youmans, in a few graphic, cogent sentences, does away with much of his English brother's specious logic, and concludes his note by saying that, "to make his [Jevons's] argument good, that knowledge may be crammed because of its worthlessness, he must show that no knowledge is worth retaining, and all is to be stuffed with a view to getting rid of it." The whole of the former entertaining essay and of the brief but effective reply to it should be looked up and carefully read by every one interested in the questions they treat. We have written what we have mainly to call attention to the discussion, which is the most valuable on this theme that we have seen.

W.

This number of the WEEKLY completes the first volume. No paper will be issued next week. The second volume will begin July 5th.

Whatever one's view may be, through political glasses, of the policy of the new administration toward the long-troubled states of the South, all good citizens, of every party, will rejoice in such useful results as may flow from it. It is reported as a direct outcome of the conciliatory policy that the North Carolina Legislature, making the first attempt ever made in that state for the systematic training of teachers, has passed a law for the establishment of two normal schools—one for the graduation of white, the other for that of black teachers. The leaven is working aright, and this is one of the most hopeful of symptoms.

W.

The Rev. Dr. Howard Crosby, discussing the vexed question of co-education, apropos of the opening of the University of the City of New York to women, incidentally drops the following valuable remarks: "Women have had no more difficulty than men in mastering linguistic, mathematical, scientific, and philosophic truth; and, if the opinion has prevailed that such learned women made poor wives, it is because, under the pressure of society hitherto, only pushing women could attain these high ends. But let society be such that modest and retiring women can equally achieve and excel in high studies, and we shall lose this false opinion about 'blue stockings.' We shall find that the truest examples of domestic happiness are when both husband and wife have reached, by careful study, the higher realms of thought, and have thus enlarged the field of their common pursuits. We shall find that the color of the stockings is not altered by any amount of thorough culture, and that feminine delicacy is but promoted by the sharpening of the perceptive and discriminating faculties." These be good words.

W.

IN THE SIGN VIRGO, OR ONE SIGN AMONG THE MANY. II.

TARPLEY STARR, Virginia.

WHILE we glory in the thought that most of our women regard home as their true place, and look with distrust, not to say disgust, upon everything that would tend to make domestic duties insipid, and the holy claims of wife and mother distasteful, yet is it not too true,—particularly with our Southern matron,—that these prior and most important claims are regarded as among the least and last of life's responsibilities?

Woman has a domestic life—we thank God for it, but she has also a life social, a life intellectual, and a life spiritual. The life is more than meat, and the body more than raiment. It was for the busy over-domestic Martha that the Master held the kind rebuke. Because a woman's name is not in the ballot-box, nor her hand in the cartridge box, is no reason why that name should be labeled *only* on pickle jars and bed quilts, and her hand, so God-endowed with skill, find no thread in all life's tangled web, but *only* that endless one of stitch, stitch, stitch! A woman's name is one of earth's charms, and her hand one of its subtlest shuttles, for the use of both she will have to answer in God's roll-call of influences.

But we meet her here on her own ground, we will grant that home is not only her true place, but her only place, and that the limit of its requirement is the limit of her sphere of action. Is there nothing then *within* these sweet, sacred homes of ours that might be improved by having the wives and mothers, themselves, who preside over them, more thoroughly improved? And *without*—not far away, but just around and about, and close enough up fall within the prescribed circle of "domestic claims"—is there not broad and ample ground awaiting her working hand—not the contested and protested ground of ballot or bullet, of law or Gospel, but a quiet field of rich, good ground that is unmistakably and allowably woman's, where she can plant her fair trees of knowledge and flowers of beauty, erect the temples called beautiful to God's honor and to man's, and where she can sow and reap all those good seeds of art and industry, of virtue and charity, that make her life not narrow and selfish, but noble and unostentatious, and the world all the better for her having lived in it, and having lived away from the maddening crowd?

Within the home and around it! Here surely is "no pent up Utica," but ample scope and verge enough for any woman. Granted this, how gladly might she quit all the contested and equivocal ground! Certainly, it is all the sphere we would wish for her. And all we ask in the way of her training and educational privilege is that she may have the means put into her hands of rendering herself able in every way to meet the demands of this her noble and commanding position.

A fine picture may save us words by giving us a history in a word. Therefore we appeal here to the wise man to give us an illustration of *what* we want in woman. For after all his abuse of female folly, it is Solomon that has given us the woman *par excellence*,—the foremost house-mother of all the domestic world, and yet *she* was not exclusively within doors, nor exclusively without. Besides attending with most assiduous care to all her home duties—dressing her household in scarlet—herself in strength and honor, and her "guid man" in fine linen, and having them all astir "while it was yet dark," she also bought fields and "planted a vineyard with the fruit of her own hands," and "delivered girdles unto the merchants."

Not only was she the mainspring *at home*, but her works praised *in the gates*. Yet, with all her wisdom and importance at home and abroad, she assumed to herself no airs of superiority. "On her tongue was the law of kindness." Her children rose up and called her blessed. "The heart of her husband did safely trust in her." How grand! And yet how simply true to what a woman may actually be!

We might be pardoned for standing a long time before a picture so fascinating, especially as it serves for our model in every separate specification, and saves us from going more into detail. If every woman would but set the last chapter of Solomon's proverbs beside her mirror, every morning, she will need no better glass wherein to dress herself, and she will find no more beautiful image of her sex in the whole world.

Side by side with this, as a companion piece, is Wordsworth's exquisite picture of woman:

First,

"The dancing shape, the image gay,
To haunt, to startle, and waylay"—

Upon nearer view,

"The household motions light and free,
The steps of virgin liberty," etc.

And, at last,

"The perfect woman nobly planned
To warn, to comfort, and command,
And yet a spirit still and bright,
With something of an angel's light."

* * * *

The next cause of this "growing influence" which naturally calls for mention here is a cause that is in reality back of both the other causes we have named—the first great cause—*the increased and increasing spread of Christianity*. It is this holy thing, with its divine symbol set at cross-purpose to all man's natural ferocity and selfishness, that has bestowed upon woman the privilege of power and position. Kept down and degraded as woman is in every land unlighted by the sun of truth, made the slave and tool of the strong master, she has more cause than man, even, to rejoice in the dignity put upon our race by this heaven-descended Christianity.

Be it always remembered, that it was on the side of our womanhood,—not manhood, that we got nearest God. Here is a profound truth. Man's weakness is God's strength. All along the conflict has been between the natural, the physical, the brute force in man, and the mystical, invisible, and spiritual strength of God. Woman's agency was recognized, and woman's weakness sanctioned and sanctified into power and position when upon her was conferred the highest honor of heaven's court, and she, and *she only* was made the medium through which the world's Savior was handed down.

Furthermore, let it never be forgotten, it was the divine light cast upon the honored Virgin that shed a halo around all womanhood.

Every nation that has and holds the Christ "born of a pure Virgin" retains woman in honor, and the more completely individual men realize this wonderful fact of divine revelation, the more tender and chivalrous is his good will and loving protection to the whole female sex. The companion that lost him Eden gains him paradise, or rather, is the humble instrument by which "the door" is opened to him. Could women, themselves, fully appreciate this unequaled blessing of God's recognition, they would see how sublime a thing it is to be a woman, and how foolish and ungracious to try to be anything else. This realization alone would tend to a true and lofty development of character, and would indeed be quite sufficient to dictate and regulate the whole curriculum of material study necessary to the education for such a pure and elevated life.

This brings us hastily to the last point on which we have time to touch in our consideration of this engrossing subject—the effect that this "growing influence" is most likely to have upon the nearing future.

We recognize woman as a necessity in man's natural birth. God recognized her as a necessity in Christ's unnatural birth, therefore, it is in accordance with the analogy of nature and of grace, as well as agreeable to the rapid developments of recent phenomena, that she should have some part, some indispensable part, assigned her in the world's new birth. What that part definitely is, we cannot say. We hope it is a holy, lowly, unostentatious part, for, in view of the terrible effects once produced upon the world by her potent influence, we could wish that her approaches to "the tree of knowledge" might be rightly and fairly conducted. For should she again desire "to be wise above what is written," or incautiously put herself under the guidance of any evil purpose whatever, she might again, indeed, fall from her high estate, and be driven out of her splendid future. Ah! the remembrance of this primal failure in Eden may well keep woman humble, no matter how varied her acquirements, or how great her influence. We know she is the very element man needs in his great work of peace and bloodless victory on this troubled earth, for God has bestowed on her the tenderness, and gentleness, and ready sympathy so necessary to the righting of wrongs, and adjustment of disputes. We do not agree with Ruskin when he says of the "wives and mothers who are the Souls of Soldiery" that "they could put a period to war with less trouble than they take every day to go out to dinner." But we know that her influence, unless it is perverted from its true and natural intent, must of necessity be on the Christ-side of love and forbearance, and non-resistance. And this is why we believe that it may be God's purpose to make the increase of woman's influence to work finally for the decrease of war's power.

Commerce, and enterprise, and the industrial arts will naturally do much to drive out war's foolishness and destructiveness, and disadvantageous monopolies, and to bring in for their own interest and protection the good order of peace, but we honestly believe *the universal care and culture of women will do more.* And we hail it as a good augury for the future that one of the characteristics of our day—one of the very leading thoughts of our times is, that woman at last, *is* really to be cultured and cared for; every reflecting observer must see that it is of the first importance that this care and culture should be of the judicious and appropriate sort.

It is not the first time that this old world of ours has been in the sign Virgo. Besides the time of curious Mother Eve and of holy Mother Mary, we have had the wonderful Crusade time, with its chivalrous, but disproportioned exaltation of the feminine element. But that element was then so rude, and crude, and degraded, what wonder that a structure reared to such worshipful height, upon such a rotten foundation, should need nothing more than the light arrows of a skillful archer like Cervantes to tumble it to the ground! If we would have better results we must have safer and more enduring foundations.

Of course we have no space in an article of this general sort to particularize those branches of knowledge, or to point out that course of studies best suited to develop the true woman. All we have to say is, let there be no shallow surface culture. This it is that has been the ruin of the female world, intellectually. Let education *be thorough* and *generally diffused*, so that acquirements shall not be matters of silly rivalry and ostentatious parade, but, matters of course, necessary to each wife, and mother, and woman, that she may perform her part in life with grace and dignity.

Since it is by the permission of Christianity that woman is allowed her true place in the family, in the church, and in society, certainly it is but fair that her training should be according to the requirements of that *heart* and *mind* and *body-regulating* system; and what is so well calculated to break the fascination of the vain, the artificial, the surface life that so often spoils her home happiness, as the having her heart filled with pure sentiments, and her mind thoroughly imbued with love of the genuine and the beautiful in nature and in art?

Women paint their faces and adorn their persons as much from the innate love of the beautiful as from the innate love of approbation, and when they have no other shrine at which fancy, and taste, and imagination can minister, they naturally make idols of themselves, and decorate them with silly gewgaws. But what a waste of noble devotion! Only let a woman be trained to bestow as much attention upon her head and her heart as upon her person, and we have no fears whatever as to the result upon her life within doors and without, nor of the extent of her influence for good everywhere.

To cast out the demon of vanity it is necessary to put the house in possession of the angel of enlightened knowledge. And to banish from home all the vigor and rigor of "woman's rights" it is only necessary to feed her home life upon richer and more varied diet.

If we would make women useful and happy that have no homes, and women useful and happy that have homes, and if we would have women of every sort influence men so as to draw them up in their love and in their life, up to the better and higher plane, we must develop in her the magnetism of womanly grace. We must put upon her brow the crown of enlightened judgment, and then she will think less of the silly finery of a bonnet; and in her hand, so taken up with fine jewels and flimsy laces, the scepter of knowledge and skillful accomplishments. In this way we make her a queen in her own little realm. And this is certainly her due.

All can see the effect of such a system of thoroughness on the present. And what is the future but an extension of the present? And what is the whole world without quarrel, all happy and at peace, but the aggregation of these little well-ordered, happy, peaceful homes?

WHAT IS EDUCATION?

Agnes Leonard Hill, Chicago.

ONE might almost as well ask: "What is Life?" Or "What is the mystery of creation?"—or the purpose of existence, as to ask what is education. The less culture persons have the more they imagine that education is merely superficial accomplishment, having little or no bearing upon practical life. The three r's, readin, ritin, and rithmetic, sum up, in their estimation, all the value of "learnin," and even these they contend must not be made too much of. Enough "readin" to find out from the newspaper the price of corn; enough "ritin" to take their pen in hand to inform a distant friend that they are "all well and hope these few lines" will find their friend "enjoyin' the same blessin';"—and enough "rithmetic" to "figger up" interest on a note, or how much so many pounds at so much a pound comes to. Any education beyond this is esteemed by these people not only superfluous, but often harmful.

I remember a friend's asking a wealthy farmer in Missouri to subscribe for an educational publication, and his reply was: "No use for it." "But your children need it. Your wife can read it and find in it valuable suggestions that will enable her to help educate your children," she replied. He regarded her for a moment, with the look of sublime and invincible superiority that could never be achieved by any other than a middle-aged farmer having a limited acquaintance with "the three r's," and responded oracularly: "In my opinion there is too much education. There is more not account, good for nothing men and women trying to shirk good days' works than the country has got any use for. I don't want too much education in my family. I'd rather have my children know how to make a livin' than be able to tell what the moon's made outen."

"But," said the lady, "education will help your children to make a living. It will lift them above working with the hands to working with the head. Education is to the mind what tools are for the hands. A great man has said that 'education helps a man to make the best and most of himself;' it will enable him to do with a little what others cannot do with a great deal."

"Can't see it," he replied; and he couldn't. To argue with him was as unsatisfactory as "exhorting an impenitent mule."

He did not want any educational publications in his house. Tables with marble tops, fine furniture, good carpets, a large house, and even a piano he did not object to;—but a publication about education, he regarded as the exclusive property of school-teachers and people consumed with a desire to "shirk good days' works."

Well, what was the result? Did his children content themselves with eating, and drinking, and working, and vegetating? Did their minds lie fallow, because the parent refused to sow therein good seed? Nay, verily! The daughters read cheap novels, trashy story-papers, and had false ideas of life hat made them easy victims for fortune hunters, while the sons developed —some into "impenitent mules," like their father, with a taste for hard work, and some into miserable spendthrifts and besotted wretches.

"Had too much money. Not enough days' works. Money was their curse," said the old man when he realized at last that the children had brought down his gray hairs in sorrow to the grave. It never occurred to him that it was not "too much money," but *too little father*, that had cursed the children. What just, or noble, or helpful ideas of life could they obtain from cheap boarding-schools and country school teachers?

And yet, and yet, O pedagogues and expounders of the gospel of educa-

tion, I have also somewhat against you too. There was a grain of truth in the old farmer's protest. What he meant to say was that education is not sufficiently practical. It is too largely devoted to "tellin' what the moon is made outen," and too little to explaining the remedies for life's every day practical and pressing exigencies.

The school-mistresses and school-masters are too absorbed in vague theories to be always perfectly intelligible; hence they fail to interest, and to awaken that enthusiastic coöperation of the parent that is so essential to the highest success.

Differential calculus is all well enough, but we mothers of little children want some suggestions concerning the shortest and best way to bring a child to the point of putting his bright, fresh, beautiful, inimitable little thoughts upon paper, and spelling the words correctly. "The three r's" are well enough, but we think quite as much of having our children under the care of *well-bred*, as well as well-read teachers. A knowledge of geography becomes a doubtful good, if along with it our children must learn, from their teachers, to say that "it is a *real* warm day," or a thing is "kinder nice," or "awful cute," or "just sweet pretty."

Some of us cannot endure the torture of having our children out of our sight, and dare not trust them in a crowd; so we have a governess, and what is the result? Mostly vanity and vexation of spirit! The children are so insatiate, and the teacher so inadequate. A young lady thus employed remarked not long since to a doting mother, "When I first began telling your children stories I was very careful to follow your instructions, and always tell them some story that would teach a good lesson; but lately I have grown desperate and tell them anything I can think of to keep them quiet."

The horror-stricken mother groaned in spirit, and immediately sought the elder of the children—a little girl of seven, for the purpose of finding out what mischief had been done. "What do you think you shall do when you are a grown lady like Mamma?" asked the mother, sending down a plummet into the soundings of the little mind.

"I shall get married, but I wont marry for money. I will marry for love," promptly and frankly replied the little seven-year-old.

"What do you know about marrying? What is it? Who ever told you about it?" asked the mother, with the hidden pain that only mothers know.

"Miss Laura told me about it," said the child, priding herself upon her knowledge.

"What did she tell you?" asked the mother.

"O, she told me about a girl, a grown up young lady, I mean, you know, whose father wanted her to marry for money; and she would not do it. She ran away from her father and married for love; and that is what I am going to do when I grow up if Papa ever does that way."*

Can anybody fancy the feelings of the mother to whom these words were addressed? Is there anything in books that may be taught to a child seven years old, that will compensate for the atrocity of filling a child's mind with so cheap and pernicious a sentimentalism;—*a disregard of parental authority?* I think not. And yet, and yet, we do not want complaints; we want remedies. The mind of a child is of all things most insatiate,—growing hungry, eager—forever asking and asking, for something,—anything to feed the gnawing hunger of newly awakened intellect. What shall it be? Perhaps after all we mothers are exacting; perhaps we expect too much. It may be that we ought to consider how many-sided education is, and how many elements must minister to a child. It is possible that the teacher's province is simply "the three r's," in all their various ramifications; and the mother's work is social culture, and home-training; while the father's part is the practical lesson of "earnin' a livin'."

And yet we mothers are so busy, so tired, so inadequate to the children that we must perforce dream dreams of the ideal teacher, and all that this being beauteous might, could, would, or should do for these little ones. Perhaps we are exacting, but ignorance is always exacting, and the remedy is knowledge. Therefore, O priests and priestesses of the school room, let us know how rightly to divide your work from our work, and how to make our work supplement your work. Your work is a profession; ours is a labor of love, and inasmuch as you are more scientific than we, are we more solicitous than it is possible for you to be.

For our children we live again, and we know that "there are no ungrateful children." For our very love's sake, then, we entreat you to make education intelligible to us, and talk to us no more in vague abstractions, but give us *practical* suggestions.

* This teacher is now lecturing on "woman suffrage."

THE GRANGERS AND EDUCATION.

JEANNE C. CARR, Sacramento, California.

ONE of the most prominent planks in the Grangers' platform bore this inscription: "We shall advance the cause of education by every means in our power. We especially advocate for our agricultural colleges that practical agriculture, domestic science, and all the arts that adorn the home, be taught in their course of study."

In many of the states this was a dead letter. Not so in California, where the members of the order entered with great spirit into the work of reform. They have two standing committees, one upon the Agricultural Department of the University, and one called the Committee on Education and Labor for the public schools. They have been urgent in seeking the most generous support for the higher institutions, and, through memorials to the State Legislature, have asked for the largest appropriations ever required for the State University. But their efforts have resulted, as all such struggles do, in developing the fact that notions respecting the scope of public education, plans for improving state systems, are as various as the heads that harbor them; and that unity of purpose and action is thus far to be found only in the profession of teachers whose conservatism is opposed to change in the direction of their wishes. A great lesson is learned when bodies of men have found how to organize their efforts around some central idea about which there can be no dispute. This the California Grangers have done, and are honestly striving "to make their state schools, from the public school to the University, more practical," *i. e.*, more directly servicable to the masses, through instruction leading toward the industries. President John Anderson, of the Kansas Agricultural College, in a telling speech made before a teachers' association of that state, in 1875, said: "As a practical fact, nine-tenths of our children leave school permanently before they are fifteen years old. For every scholar who travels the circle of learning so carefully graded for him, four hundred leave the course before it is fairly entered upon, and go directly out into the world to fight the battle of life, with nothing but a fragment of disjointed educational armor for defence." He claims, and justly, that a course of study has been made preparatory for the high school, and not preparatory for citizenship, and that a large part of the knowledge most directly useful to the industrialist is left out of this course.

The Kansas State Grange, through their committee of education, have recently published a report, in which a host of skilled witnesses, state superintendents, and the laity, are made to testify to the same point. We shall have frequent occasion to refer to this report hereafter.

The State Grange of California had taken the same position two years earlier, claiming that a more enlightened public opinion was needed before changes should be attempted, but, nevertheless, requesting the State Board of Education to introduce elementary studies in natural history, and that "the rights and duties of American citizenship, the duty of earning a living, how one kind of industry creates another," etc., be taught to more advanced pupils.

One of the most interesting educational gatherings ever held on the Pacific coast was that recently held at San Francisco, under the auspices of the Golden Gate Grange. It may seem as odd, by many of your readers, that there should be a "Farmers' Grange in Frisco," as that the horny-handed fraternity should undertake to lay down principles for the guidance of the intellectual classes. For everything a reason doubtless exists. The Golden Gate Grange owes its existence to the large number of wheat and fruit producers who are in the city periodically for the transaction of business with the "Grangers' Bank," the Grangers' Business, Fire and Life Insurance Associations, etc., etc., and the convention results partly from the recent action of the National Grange at Chicago, respecting the agricultural colleges, together with a disposition to seek information from all sources, as a guide to future action.

The convention has held two sessions, and the subject of educational reform is not yet fairly opened. The best feeling prevails, in spite of the most opposite opinions. The professor who thinks a "little learning," in agriculture especially, is a "dangerous thing," negleets to say how much ignorance will make a competent farmer. Henry Carey Baird said: "Too much education of a certain sort, such as Greek, Latin, French, German, etc., is utterly demoralizing *to a person of humble antecedents*, and, in nine cases out of ten, is productive of a mean-spirited gentlemen," yet he reports no patent process for producing the genuine article, from any kind of antecedents.

Hon. M. A. Newell, in his masterly speech before the National Teachers' Association, last year, recommended the carrying forward and upward of kindergarten *methods* through all the grades. But the philosophy of Fröbel's

method is "education by work." Hon. Alexander Hogg, of Alabama, now of Texas, pleaded on the same side for the "education of producers." "We need three very necessary things—first, *industrial education;* secondly, *more* INDUSTRIAL EDUCATION; thirdly, *much* MORE INDUSTRIAL EDUCATION" (see proceedings of National Ed. Assoc., page 88). This from the far south—a Macedonian cry for the essentials of prosperity. Thus we see how doctors differ.

The cause of popular education has nothing to lose but everything to gain from these discussions. It is only when the people are indifferent that schools languish, and teachers are poorly paid. Let the agricultural fairs expend as much in educational premiums as for other improvements in culture, and the new education by work will receive an impulse which will carry conservatism along with it. I shall speak of the Grange as a school for adults in another paper.

THE STUDY OF THE FRENCH LANGUAGE.

IV. FRENCH INTO ENGLISH.

PROF. ALFRED HENNEQUIN, University of Michigan.

IT has often been argued that the most important feature of class-room translation, from one language into another, is the *meaning* of the text. This may be very true when one has already studied the language long enough to aim at the thorough understanding of its genius. But when the first attempt at "reading" is made, I consider that *meaning* is of much less importance than *analysis*. By analysis I understand the study of the words and the logical consideration of the sentence. The former comprises *elementary parsing*; the latter the *application of grammar* to the construction of sentences; —etymology, and the relation of one language to the other, belonging equally to the first and the second. In the first case, each word should be considered as a separate element in the sentence; in the second, the words should be studied as a part of a whole.

The following sentence having to be translated into English, let us see how we shall apply the principles I have just laid down. "*Il a produit un noble sentiment dans l'assemblée.*" In the first place, when dealing with the words as separate elements of the sentence, we should call the student's attention to the different parts of speech involved;—next we should divide these parts of speech into *variable* and *invariable* words; the *different forms* of the *variable words* should then be called for; and finally the conjugation, *class*, mood, tense, and person of the verbs should be looked into. In the application of the grammar to the above sentence, we should require the scholar to state why certain genders or numbers are used; to point out the predicate, its subject and objects; the rules for agreement of adjectives; the place of adjectives; the respective place of two different objects; and finally require the rules for *word-formation* from *produit, noble, sentiment, assemblée,* and the relation of these words to English.

From *ten* to *twenty* minutes for each sentence will be required to conduct a "reading recitation" in the manner explained above. The reading lessons must therefore be very short. In my opinion, when "reading" is first begun, *fifteen* lines at the most should be the extent of the lesson—five lines to be translated and analyzed, and the remainder merely translated.

As already stated in a paper on "The Study of the French Language," the the reason why students so seldom speak the language is because they do not command a ready vocabulary. The grammatical and etymological analysis of the text of a "reader," will soon prove to be a remedy for this drawback. Not only will the words be more easily memorized, but parsing will tend to acquaint the learner with the different *ideas* attached to words, and will call his attention to the fact that one language is more supple than another, on account of showing greater *logic* in the same word, viewed under different lights.

I can better explain this last statement by comparing the *rôle* of the same class of words in different languages: In this sentence, "A *good* man is loved," the word "good" is of course an adjective; but in "We ought to be *good*," is the word "good" still an adjective? Surely it becomes the *name of a thing*, hence ought it not to be called a noun? In the French sentence, *C'est un noir*," he is a negro, (black (man)) the word "*noir*" cannot be parsed otherwise than as a noun. Not only is it parsed as a noun, but it is called such. "*Le produit de la terre*," the produce of the earth; "*produit*," past participle of *produire*, not only becomes, but *is a noun*. It may be said that in the second English sentence, "good" is an adjective taken substantively; one could also claim on this ground that "*an evil*," "a *novel*," belong to the same class of words as the above "good." Would one however ever think of supplying nouns after the above words? And if one were to supply the *word understood*, would the meaning be the same? Is there no difference between "a novel" and "a novel book?" In short, have not these words assumed so much the the nature of nouns that their primitive adjective meanings have become entirely absorbed in the *new words?* Let us, in order to show the matter in a still clearer light, consider the same class of words in other languages. In Latin, "*Superi*," in Spanish "*el bueno*;" in German "*der Gesandte*;" *are nouns*, and are parsed as nouns, not even mentioning their primitive adjective meaning.

What are we to conclude from these different ways of viewing the same class of words in different languages? That one language will afford *greater facilities for composition* than another.

Let us return to French. Translate, for instance, the following sentences into English, and the advantage of thorough analysis becomes so forcible that none can refuse to admit it: "*Il est des bons*," he is of the *good, i. e.*, he is of the right kind of persons, he is of the knowing ones, etc. "*Vous en faites de belles*," you do fine (things) of it, therewith, in this manner, generally, etc. Not only will the careful analysis of these words in these sentences result in a better and more thorough understanding of the language, but it will even give the student the key to two important idiomatic expressions.

I would say, in conclusion, that "reading" should not be undertaken before the general principles of the language have been *mastered*,—including the verbs, regular and irregular. The "*first-reader*" should be *very elementary*. The lessons should be short, and gone through as explained above. Colloquial selections should be avoided for beginners. The "*second reader*" should be selections from modern literature, the analysis of the same aiming mostly at a careful study of the idioms of the language. The "*third reader*" should be the reading of *poetry* and the principal French classical works. In selecting a "reader," the teacher should be very careful to see if the "notes" are *translations of the difficult passages*, or merely intended *to help* the student. Very few readers have been edited with sufficient care. A reader based on the grammer used is usually the best to put into the hands of a beginner.

MIND CULTURE—FIRST PAPER.

J. FRAISE RICHARD, Republic, Ohio.

THE development of man in all of his departments and relations—body, soul, and spirit—is a problem transcending all others in the infinitude of its importance; and upon the proper solution of it depend the highest interests of time and eternity. In it is to be found the philosopher's stone whose magical touch shall transform the rough forms of humanity into living stones thoroughly fitted for the great temple of our God. Here lies the unbounded, and, hitherto, too much neglected field of enterprise and re-construction, inviting workmen, true and intelligent workmen, to come and cultivate. "The harvest truly is plenteous but the laborers are few."

Some one has said: "Ideas go booming through the world louder than cannon. Thoughts are mightier than armies. Principles have achieved more victories than horsemen and chariots." Akin to this is the sentiment of Dr. Youmans: "Thought refuses to be stationary; institutions refuse to change, and war is the consequence." Here, then, fellow-teachers, is an important sphere of labor for all of us, and happy and useful shall we be if we demonstrate ourselves to be "workmen that need not to be ashamed, rightly dividing the word of truth," giving (according to the Apocryphal addition) to saint and sinner his portion in due time.

For the present it will suffice to call attention, briefly, to some of the

MISTAKES IN MIND-CULTURE,

which, for the sake of convenience, I distribute into three classes:

1. Those which pertain to the mind itself.
2. Those which pertain to the subject matter taught.
3. Those which pertain to the methods employed.

Of the mistaken notions in reference to the mind itself I will specify (1.) The popular view which aims to develop the mind as an isolated part of man, separate from and independent of the body. Sir William Hamilton had posted in a conspicuous place in his studio, the statement, "On earth there is nothing great but man; in man there is nothing great but mind."

Taken with its proper limitations, this sentiment is a grand truth; but accepted as authority for the too prevalent practice of treating the mind without reference to its bodily relations and dependencies, it cannot fail to lead to pernicious consequences. *Mens sana in sano corpore*, a sound mind in a sound body, is more nearly in harmony with our present views and attainments. Right modes, times, and conditions of eating, drinking, working, sleeping, studying, recreating, and enjoying must be sought; and he who

neglects or disregard these is an enemy to the best interests of the race. The mind can be developed harmoniously and successfully only when these bodily conditions are properly understood and applied. A genuine integral science of man, a rational anthroposophy, if you will allow the word, must supplant the present partial and imperfect systems of psychology so-called.

(2.) The second mistaken notion concerning the mind is that which fails to recognize the existence of certain organs or faculties which have a natural order of development,—not mythical faculties evolved from the inner consciousness of some cloistered metaphysician, but organs which can be definitely located and whose functions can be specifically determined and guided. Permit me to suggest that phrenology gives a more rational basic classification for the true educator than that of the old school metaphysicians. It must, in the future, have an important position in the philosophy which dictates the order and character of courses of study. It must adjust the supplies of mental pabulum in character and amount, to the successive stages of mind-development; and not permit, as is too often the case, an indiscriminate cramming of the mind with the merest husks of knowledge,—"the discordant seeds of things not well joined together."

The subject-matter taught also needs careful attention. We hear much, in these latter days, concerning "practical knowledge," "practical education," and yet it is feared the term "practical" has, to the popular mind, no clearer meaning than "reform" or "civil service" to a spread-eagle politician. What can the term signify if it does not include that kind of education or training which can be *practiced* in the different walks of life? However much we teachers may object to the charge, we can not fail to stand before the public convicted of dealing out to our intellectual patients a vast amount of medicine which has no earthly or heavenly use farther than the connection which is supposed to exist somewhere with *mental discipline*. On this supposition the slaughter of the innocents has been going on for untold ages, and that, too, without even a committee being sent into the bull-dosed regions to report upon the extent of the ravages. At the shrine of this grim-visaged Moloch the fairest and most promising of our race have been immolated. Is it not time for some Hannibal to cry out to the enraged hosts, "Stop, spare the vanquished?"

However much may be said in favor of mental discipline, abstractly considered, the great masses cannot,—we cannot divest ourselves of the conviction that some kinds of knowledge are intrinsically more valuable, and hence, more desirable than others. The great object in view will, of course, have determined the question as to "what knowledge is of most worth." I once knew a hoary-headed sage who spent two months in teaching his Sunday school class the order observed by the priests in their ministrations at the temple. He was somewhat interested in the subject himself; but this did not succeed in preventing an intelligent class of young ladies and gentlemen from being disgusted with the whole subject. This subject appeals to the observation of every one for illustrations of its own folly. I would not decry mental discipline. By no means. I would, however, have it secured by the acquisition of knowledge which has intrinsic value and interest. There is enough and more than enough of such in the world to satisfy the most excessive demands which are likely to be made.

PENSIONING PEDAGOGUES.

Supt. Aaron Gove, Denver, Colorado.

A PENSION! "Once upon a time," a man, eminent in letters or art, surrounded by poor pedagogues, and wishing to relieve distress, proposed that American teachers be pensioned. So far as I have observed, two-thirds of our educational journals have approved the plan.

That our own profession are so apt in receiving suggestions from outside our own numbers is a fact productive of chagrin to schoolmasters. We can listen comfortably to long dissertations from emenent men and women—men whose ability and long service have given to them our high esteem and respect; we can read with satisfaction the pretty advisory essays of old school teachers who have not worked in a primary or grammar school for twenty years; we can shrug our shoulders at the advice of our good college professors, when they suggest reforms that have been instituted, tried, and abandoned years before, but, I submit that we do not wish the kind hearts of our eminent friends to impel them to pension us, whether we will or no.

Pensions are for those whom the world pecuniarily ill-treats. Pensions are acknowledgments that the pensioner has not received his just dues. A pensioned class is a class living in its last years upon charity. As a representative of a portion of my profession I protest against this pensioning business. Pay us what we are worth, and permit us, like other folks to take care of ourselves. When in old age we are uselesss, as we shall be, if we have no dollars and no children, we can go to the poor heuse. The proposition to pension teachers is conceived with good intentions, (sone pious divine has said that the road to hell was paved with the same material); if adopted it will mean that teachers shall be paid meagerly because the country will provide for them hereafter.

No! give us no pensions, permit us to live as do other professions. If we earn anything, give it to us. If we require alms, give to us as to others. We would not be considered a privileged class. Schoolmasters are, or ought to be, like men. In this world compensation—even and just—is the rule, not the exception. Men are usually willing to pay for services rendered. Make pensioned teachers, and thirty dollars per month is ample pay. At present our government pensions soldiers and sailors with their families. During the vigorous time of life they receive a bare subsistence, and the government is in honor bound to provide for them in old age. I hope schoolmasters will not be added to the pension roll.

THE SPELLING REFORM.

THE advocates of Spelling "Reform" have this week held a conference and public meeting. Their zeal may be great, but their numbers are not large. About fifty assembled in the afternoon, and about one hundred in the evening, in the rooms of the Society of Arts. The arguments used were those which have so often been uttered against the anomalies and difficulties of the English language. It was resolved at the evening meeting, "that *some* change should be effected in order to remedy the evil now caused by the length of time found necessary to teach children in elementary schools to read and write the English language with ease and correctness." It was resolved that a thorough revision should be effected in the interests of etymology and pronunciation.. It was felt, however, that no change could be effectual unless accepted by inspectors, civil service examiners, and public departments. It was further resolved, therefore, to appeal to the government, and a deputation was appointed to urge the necessity for revision. However urgently a change may be needed in the interests of simpliciry, it was quite evident, from the utterance of speaker after speaker, that the leaders of this movement for change are very much divided among themselves, and their plans (where they have anything that can in any way be described as such) are far from being in harmony. Whether the government is prepared to appoint a commission on this subject on which it is memorialised by advocates who are the reverse of unanimous, remains yet to be seen. Among the absentees was Mr. Lowe, but a characteristic letter was read from that renowned reformer. Mr. Lowe, referring to Max Müller's question on the subject, "Is there no statesman in England sufficiently proof against ridicule to call the attention of Parliament to what is a growing national misfortune?" wrote from Sherbrooke, Caterham:

"I am not afraid of ridicule, and I have a strong opinion on the spelling question. I cannot be present at your meeting, but you are quite welcome to my opinion. There are, I am informed, thirty-nine sounds in the English language. There are twenty-four letters. I think that each letter should represent one sound, that fifteen new letters should be added, so that there be a letter for every sound, and that everyone should write as he speaks. I have been in the habit for many years of taking boys to read to me. I always take them from the sixth standard. They are unable to read aloud tolerably, and have no idea of the pronunciation of the language. The only remedy for this, in my opinion, is to teach all the thirty-nine sounds, together with the letter which represents each of them."

It is generally believed that there are twenty-six letters in the alphabet at present, but Mr. Lowe is an authority on educational matters, and we are all open to correction. If the government should accede to the request for a commission, and should Mr. Lowe at any future time be at the educational helm, it is clear that the spelling and reading of the future may be a little more complicated than now. In the opinion of Mr. Isaac Pitman, the confusion is still greater than is believed by Mr. Lowe. There are thirty-eight sounds in the language. We have twenty-six letters. But each of these letters has several sounds. "O" and "u" have seven each; 102 combinations of letters represent other varying sounds. Altogether the 102 letters and combinations represent 269 sounds, so that there is an average of three sounds to each letter and combination; and, given the letter or combination, it is three to one that a child reads it wrongly; given the sound, it is seven to one that it is wrongly expressed in writing. Come when it may, if ever it comes, the commission will find the task no light one to reconcile the reformers among themselves, and the business of reformation will prove by no means a trifle.—*The Schoolmaster, London, Eng.*

Notes.

THE Summer Holiday Number of *Wide Awake* will open with a delightful story by Cicely Morney Marston, the sister of the English poet, Philip Bourke Marston.——D. Lothrop & Co. issue immediately, as summer reading for the young folks, the initial volumes of the Sea-side Series, "Nan, the New-Fashioned Girl," by Mrs. S. C. Hallowell, and "Good-for-Nothing Polly," by Ella Farman, the former for the girls, the latter for the boys, "Polly" being a delightful young scrapegrace drawn from life.——*The National Teacher's Monthly* has become a very valuable periodical for the thoughtful teacher. Its editorial department is conducted with marked ability. ——*Littell's Living Age* continues to maintain its place as a unique and very ably compiled epitome of the best literature of the Old World. It includes from week to week many of the choicest productions of British thought, with occasional selections from the serial productions of the continent. There is in every number of it much that may stimulate the teacher and add to his general culture, with now and then an essay—as in a recent number on "Melancthon as an Educator"—which has more direct professional application. The topics relating to the Eastern questions are just now receiving their full share of attention, and usually in a highly interesting way. The subscription price ($8 per year) is low for fifty-two numbers, of sixty-four large pages each; but for $10.50, or only $2.50 more than the regular rate, the publishers will send the *Living Age* and any one of the American $4 monthlies or weeklies for one year. Littell & Gay, Boston, publishers.——No. 3 of *The Monthly Reader* has made its appearance. We said a good word for this publication when it first appeared, and we are not sorry. Primary teachers should be sure to send for it. See advertisement.——In the June number of the *Eclectic Teacher*, the editor, who at one time suggested the very appropriate motto, *e pluribus unum*, for the WEEKLY, now manifests some kind of a disorder, the diagnosis of which we have not yet satisfactorily completed. He is evidently disturbed by an editorial signed "W" in the WEEKLY of May 3d, but whether his quotations and the remarks on the same are intended as a joke, or in earnest, we have not yet decided. He asks, "Where is the graded school whose teachers are unmannerly, untaught knaves, and whose pupils are the offspring of liars, thieves, and vagabonds? We say, where is the school?" Somebody tell him, quick. We await with anxiety the appearance of the July number of this enterprising journal, to see how it came out with the afflicted editor.——Mrs. E. D. Wallace's European party will sail July 7th, at the latest, by a special steamer. For five hundred dollars she takes charge of and pays the expenses of any lady who wishes to accompany her to London, Paris, Italy, Germany, Switwerland, etc., to return by September, Mrs. Wallace's address is 180 Macon street, Brooklyn, N. Y. ——A Berks county, Pa., paper speaks of a public school exhibition in that county at which a marked peculiarity was that, as each pupil recited his piece in English, another pupil stood by and translated the sentences as uttered into Pennsylvania German. This was a surprise to the audience, as the teacher himself cannot speak the German language. It was explained, however, that all the reading lessons are read in English and then translated into German, the children learning in this way both languages very rapidly. ——Mr. Monier Williams, Sanskrit professor at Oxford, considers that civilization has existed in India about 3,000 years.——In the *Atlantic* for July, Thomas Bailey Aldrich begins a story entitled "The Queen of Sheba.' In "Recreation and Solitude," W. J. Stillman tells of camp life in the deep forests of Maine, a timely summer narrative. Edward H. Knight publishes the third of his articles on crude and curious inventions at the Centennial Exhibition. James A. Garfield's "A Century of Congress" is an interesting review, historical and critical. Two good stories, "At the Sign of the Savage," by W. D. Howells, and "Freedom Wheeler's Controversy with Providence," by Rose Terry Cooke, a review of Page's History of Cambridge, and poems by C. P. Cranch, Annie R. Annan, James Russell Lowell, and Edgar Fawcett, complete the list of contributions. The Contributor's Club furnishes some bright and readable criticisms, and the departments of literature and music are filled, as usual, with good things.——Among the attractive pieces of music recently published by Oliver Ditson & Co., are: *Cow Bells in the Lane*, by W. S. Hays, adorned on the title page by a country scene; *Nancy Lee*, a song of the ocean; and a song by Miss Lindsay, *My Laddie Far Away*. For the piano are: An arrangement of the Sailors' Chorus from Wagner's Flying Dutchman; *Beautiful Hudson Waltz*, by Nelson; and *Little Jennie March*, with a sweet air running through it. ——*Harper's Magazine* for July contains six poems, two of them illustrated. The following descriptive pieces are illustrated: "Snow Banners of the Californian Alps;" "The Mohawk Valley during the Revolution;" "Westminster Abbey," with numerous illustrations; "A Beautiful Charity," descriptive of the Children's Aid Society on Staten Island; "Northern Islands," *i e.*, the Shetlands and Orkneys;" "Hunting with the Long Bow," a pleasant narrative treating of birds and archery; and "Birds Nests." There are two stories, both short, entitled "Barnaby Pass" and "Auf Wiedersehn." "Our Civil Service" treats of the reforms instituted by the present administration, and methods of perpetuating them. The Editor in the "Easy Chair" discourses on the "Jews," Anna Dickinson and her change of profession, on temperance, on the imitation of Foreign ways by Americans abroad, on the prevention of railroad disasters, and on the dedication of the Halleck Statue in Central Park. Literary and scientific miscellaney complete the number, making a very bright and readable one.—— A Japanese gentleman traveling in this country laments the readiness with which his countrymen lay aside their own customs, and even their language, on coming to America to study. This readiness seems to be in keeping with the promptness displayed by the Japanese as a nation in discarding their long established customs and institutions, and adopting those of more civilized nations.——The University of Oxford makes Gen. Grant a Doctor of the Civil Law. This honorary degree is about the same as that of Doctor of Laws which is conferred by American colleges.——The annual examination of candidates for state certificates in Wisconsin will be held at Madison August 7th, continuing five days.

REVIEWS.

PERU: *Incidents of Travel and Exploration in the Land of the Incas.* By E. George Squier, M. A., F. S. A., late United States Commissioner to Peru, author of "Nicaragua," etc. With illustrations. (New York: Harper and Bros. Chicago: Jansen, McClurg & Co., 8 vo, pp. 599. Price $5.00).—This work comprehends the results of one and a half years of travel and research by one who was well fitted for the undertaking. Mr. Squier was no chance tourist who supplements his own scanty knowledge by gleanings from a doubtful authority, but brought to his task a knowledge of antiquities of Southern and Central America, gained by laborious research, added to many years of experience as a *litterateur* in New York, and a natural gift as a story teller. He has chosen to be minutely descriptive, using the pencil, the camera, and the measuring line, and avoiding mere conjecture as to personalities which would have been stated by one less honest and less experienced, as deducible historical facts. To the antiquarian his researches are of the utmost interest, and the recital of them with so much care and regard for detail, supplemented by elaborate illustration (the engravings numbering nearly 300) makes the work the best that has been written on the subject. To the general reader the book has the charm of a vivid portrayal of natural scenery, piquant descriptions of personal incident and adventure, and interesting sketches of the customs of the native population.

The high-walled passes of Peru, bearing on their precipitous sides the ancient tombs, spanned at various points by the Indian rope bridges hanging high over fathomless abysses, offer to the explorer a subject of rich resources, tinged with romance. The account of Lake Titicaca is the most complete that has ever been published. As to the author's impressions upon the first sight of it, we quote:

"From this point we obtained our first view of Lake Titicaca with its high islands and promontories, and shores belted with reeds. Dominating the lake is the massive bulk of Illampu, or Sorata, the crown of the continent, the highest mountain of America, rivalling, if not equaling in height, the monarchs of the Himalayas. * * * * * Nowhere else in the world, perhaps, can a panorama so diversified and grand be obtained from a single point of view. The whole great table-land of Peru and Bolivia, at its widest part, with its own system of waters, its own rivers and lakes, its own plains and mountains, all framed in by the ranges of the Cordillera and the Andes, is presented like a map before the adventurous visitor."

As to the conclusions of the author based on his researches, as to Peruvian origin, he says:

"I shall make no attempt to assign dates, or even eras, for Peruvian civilization, much less a date for Peruvian origin. But I do assert the existence in Peru of monuments coincident in character, if not in time, with those which the unanimous verdict of science gives to the earliest of what we call the Old World. All that can now be safely said is that these monuments are old, very old; but how old we cannot, at least at present, ascertain. And, further, that there is no valid evidence that within any period known to human records, the progenitors of the Peruvians reached their country from abroad, or that their civilization was imparted to them by any other race. Even if it be assumed that the whole human family sprung from a single pair, and that their

original seat was in the highlands of Armenia, whence they had overspread the globe, still it remains true that the period of their advent in Peru antedates all human record."

A map of Peru, an index, highly finished paper, and tasteful binding leave nothing more to be desired in this work as a record of travel and research.

A Manual of English History, for the use of schools. By Edward M. Lancaster, Principal of the Stoughton School, Boston, Mass. (New York, Chicago, and New Orleans: A. S. Barnes & Co. Price, $1.40).—This is a neat little volume of 320 pages, printed in large type, and prepared for the use of schools whose limited time forbids an extended course of study. The author's idea, as defined in the preface, that "the mere committal to memory of the names of kings and isolated events, however important, is in no proper sense a *study of history*, but there should be enough of explanation and detail to make intelligible the relation which one event bears to another, that is, the *cause and effect* of events," has been faithfully and in many cases ingeniously followed. Leading topics and their dates, distinguished by heavier lettering, attract the attention upon almost every page, and following these headings the story is told with remarkable smoothness, considering the conciseness requisite in a work of this character. The history of the Commonwealth, 1649 to 1660, including the Restoration, is condensed into twelve pages. The reign of Victoria, 1837 to the present, occupies eighteen pages. As a simple outline, accurately, yet interestingly drawn, we may safely recommend this work to those who have not the time to devote to a more ambitious course of English history, and it might also be of great advantage as preparatory to the study of the larger works.

Town and Country Series: From Traditional to Rational Faith; or, Why I Came from Baptist to Liberal Christianity. By R. Andrew Griffin. (Boston: Roberts Brothers. For sale by Jansen & McClurg, Chicago. Price, $1.00.)—This neat little volume of 220 pages has been well received by the secular press. It is written in excellent spirit, and unlike many writers who have had occasion to pass from one side of religious questions to the other, the author of this work has no hard words for those he has left behind. Of course the great body of evangelical and orthodox believers will not recognize the force of his arguments or agree with his conclusions. Not many of them will regard that as a very happy or restful state of mind, in which one has gone no farther than to conclude that, a step away from error is a step in the right direction, "even if we are not certain of our next." They will not agree that evangelical is less reasonable than the "Roman" Christianity and they will be likely to insist that if Jesus Christ was anything less or any other than he professed to be, Christianity is the most colossal of all frauds and the most unmitigated of all humbugs.

Hours with Men and Books. By William Mathews, LL. D. (Chicago S. C. Griggs & Co. 12mo. pp. 384. Price, $2.00).—Dr. Mathews has always been a student,—for many years an educator, and the four volumes which have now been published from his pen deserve each a place in the teacher's library. There is always a freshness and pungency about his sentences which makes them delightful reading for the mind-worn school-teacher. This last volume published contains twenty-one essays, new and old, upon topics indicated by the title of the book. His illustrations are always piquant, and his delicate dealing with authors always wins his readers to his own views of their literary standing and merit. He has a "happy faculty" of reading and thinking for other people, and then giving them in graceful style a critical and pleasing digest of conclusions. Read Mathews, and you may omit many other authors.

A Winter Story. By Miss Peard. (Boston: Roberts Brothers. Chicago: Hadley Bros. & Co. Price, $1.00).—We are quite sure that we do not overestimate the abilities of the author of this work, when we say that she has shown evidence, in the construction and development of her story, of a talent of more than ordinary brilliancy. The literary skill displayed is certainly of a high order. It is one of those stories which a cultured mind may find pleasure in reading.

PAMPHLETS RECEIVED.

TITLES *of the Acts of the Thirteenth General Assembly of the State of Illinois*, approved or vetoed by the Governor. Also, a list of the members of State, Educational, Charitable, and Penal Institutions; and the Canal and Railroad, and Warehouse Commissioners. Geo. H. Harlow, Secretary of State.

Laws for the Regulation and Support of Common Schools, with notes and forms for school officers. State of Kansas. Published April 30th, 1877, by Allen B. Lemmon, State Superintendent of Public Instruction.

Catalogue of the Officers, Teachers, and Students of the Princeton High School, Bureau County, Ill., for the year ending June 8th, 1877. H. L. Boltwood, A. M., Principal.

Eleventh Biennial Report of the Superintendent of Public Instruction of the State of Illinois, for the two years ending Sept. 30th, 1876. S. M. Etter, Superintendent of Public Instruction.

Course of Study for Iowa Normal Institutes, 1877. C. W. von Cœlln, Superintendent of Public Instruction. With Supplement by J. W. Johnson, Superintendent of Mahaska County.

Course of Study with Suggestions on Teaching and School Government, for the Public Schools of Mahaska County, Iowa. J. W. Johnson, County Superintendent.

NATIONAL EDUCATIONAL ASSOCIATION, 1877.

PRELIMINARY ANNOUNCEMENT.

THE Seventeenth Annual Meeting of the National Educational Association will be held in Louisville, Ky., on Tuesday, Wednesday, and Thursday, the 14th, 15th, and 16th of August, 1877. A meeting of the Board of Directors will be held in the room of the President, Louisville Hotel, on Monday evening, August 13th, at half-past 8 o'clock.

TUESDAY—10 A. M.—*General Association.* 1. Opening Prayer. 2. Address of Welcome. 3. Response by the President. 4. Music. 5. President's Annual Address. 6. Appointment of Committees. Miscellaneous Business. 7. Music. 12 M—*Department of Higher Instruction.* 1. Paper. The Study of English, as Introductory to the study of Latin and Greek; Prof. Thomas R. Price, University of Virginia. 2. Discussion of the same. 3. Paper. American revision and adaptation of Foreign Text-books. Prof. Caskie Harrison, Sewanee, Tenn. 4. Discussion of the same. 1:30 P. M.—*Elementary Department.* 1. Opening Address by the President. 2. First Lessons in Reading, illustrated by a Class of Infants; Miss Lydia D. Hampton, Louisville, Ky. 8 P. M.—*General Association.* 1. Paper. Silent Forces in Education; Prof. J. F. Blackinton, East Boston, Mass. 2. Discussion. Should the Kindergarten be engrafted on our Public School System.

WEDNESDAY—9 A. M.—*Department of Normal Schools.* 10:30 A. M.—*General Association.* 1. Opening Prayer. 2. Music. 3. Paper. Relation of the Preparatory School to the College; Prof. W. R. Webb; Culleoka, Tenn. 4. Paper. The Relation of the College to the High School; Hon. J. W. Dickinson, Secretary, State Board of Education, Mass. 5. Discussion of these papers. 12:30 P. M.—*Department of Higher Instruction.* 1. Paper. The Place of English in the Higher Education: Prof. A. B. Stark, LL. D., Russellville, Ky. 2. Paper. The Dormitory System; Prof. Charles K. Adams, Ann Arbor, Mich. 2 P. M.—*Department of Elementary Schools.* 1. Paper. Origin and Growth of my Kindergarten experience with its natural antecedents. My experience as Trainer of Kindergarten Teachers in this country, with illustrations of the work of the latter; Mrs. Kraus-Bœlte, New York. 2. Paper. The Kindergarten, (its use and abuse) in America; Prof. John Kraus, New York. 3:30 P. M.—*Department of Superintendence.* 8 P. M.—*General Association.* 1. Paper. The Study of Social Economy in Public Schools; Prof Maurice Kirby, Henderson, Ky. 2 Paper Limits of Education; Prof. W. R Garrett, Nashville, Tenn. 3. Discussion.

THURSDAY—9 A. M.—*Department of Normal Schools.* 1 Discussion. Should Normal Schools be Exclusively Professional Schools. 10:30 A. M.—*General Association.* 1. Opening Prayer. 2. Paper. Educational Interests of Texas; Dr. Rufus C. Burleson, Waco, Texas. 3. Discussion. The Educational Wants of the South. 4. Paper. Why Drawing should be taught in Common Schools. Prof. L. S. Thompson, Sandusky, Ohio. 5. Discussion of the same. 12:30 P. M.—*Department of Higher Instruction.* 1. Paper. The Class System; Rev. Noah Porter, LL. D. New Haven, Conn. 2. Paper. The Elective System of Studies with Reference to the Old Education and the New; Prof. W. Leroy Brown, Nashville, Tenn. 3. Discussion of these papers. 2. P. M.—*Department of Elementary Schools.* 1. Paper. Moral Training in Schools; Prof. R. H. Rivers, Pulaski. 2. Paper. Prof. Z. Richards, Washington, D. C. 3. Paper. The Essential Idea of Elementary Instruction; Prof. W. E. Crosby, editor of the *Common School*, Davenport, Iowa. 3:30 P. M.—*Department of Industrial Education.* 8 P. M.—*General Association.* 1. Paper. Educational Reformers in Hungary in the 17th and 18th Centuries; Prof. Felméri, Kolozwár, Hungary. 2. Reports from the several States and Territories represented.

On account of the unsettled condition of railroad fares, it has not been possible to make any general arrangements for reduced rates.

The round trip ticket by steamboat, (including meals and berth,) from Cincinnati to Louisville and return is $5. Tickets by rail at the same rate.

The Louisville Hotel will receive members at $2 a day, two persons occupying one room. Single rooms will be charged $2.50 to $3.50, according to location.

M. A. NEWELL, *President*,
W. D. HENKLE, *Secretary*,
J. ORMOND WILSON, *Treasurer*.

The Educational Weekly.

STATE DEPARTMENTS.

EDITORS:

California: Jeanne C. Carr, Deputy State Supt. Public Inst., Sacramento.
Colorado: Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
Iowa: J. M. DeArmond, Principal Grammar School No. 5, Davenport.
Kentucky: Dr. J. B. Reynolds, Principal Third Ward School, Louisville.
Illinois: Prof. John W. Cook, Illinois Normal University, Normal.
Michigan: Prof. Lewis McLouth, State Normal School, Ypsilanti.
Indiana: J. B. Roberts, Principal High School, Indianapolis.
Wisconsin: J. Q. Emery, Supt. Public Schools, Fort Atkinson.
Minnesota: O. V. Tousley, Supt. Public Schools, Minneapolis.
Dakota: W. M. Bristoll, Supt. Public Schools, Yankton.
Ohio: R. W. Stevenson, Supt. Public Schools, Columbus.
Nebraska: Prof. C. B. Palmer, State University, Lincoln.

Educational News—Home and Foreign: Henry A. Ford, Kalamazoo, Michigan.

CHICAGO, JUNE 21, 1877.

Indiana.

BUTLER UNIVERSITY.—This institution, situated about four miles from Indianapolis, in the beautiful suburban village of Irvington, held its annual commencement on the 8th of June. Number of graduates, seven. The extraordinary feature of the week was the historical address of Prof. A. R. Benton. The history and growth of the University, from its small beginnings in 1850 in the then small town of Indianapolis, were minutely traced. The University has now a very handsome endowment, amounting to nearly $1,000,000. Much of its financial success is due to the wise counsels of Ovid Butler, Esq., the first president of the Board of Trustees, who has himself contributed not less than $75,000. The present Board of Trustees are thoroughly practical men, who are ambitious to make the institution under their charge first-class in every particular. The present faculty is a strong one, and the institution is rapidly growing in public estimation, and is receiving greatly increased patronage from the immediate vicinity as well as from abroad.——The Elkhart High School graduates eleven—three boys and eight girls.——The anniversary exercises of the Indianapolis High School occur on the 19th, 20th, and 22nd inst. First day, short course; number of graduates, 19. Second day, regular course; graduates 28. Third day, Normal Department; graduates 26. At the earnest recommendation of the Faculty, an important modification of the high school course has been made, which, it is believed, will give great satisfaction to the patrons of the school. More natural science work has been introduced into the first year, the course in English grammar, which had swollen to portentious dimensions, has been greatly curtailed; Latin and German are commenced in the second year, and the number of weekly recitations has been reduced from twenty and more to a maximum of seventeen. It is believed that these changes will greatly increase the efficiency of the school, and remove the grounds for unfavorable comments upon the course of study, which have been so frequently and justly made both at home and abroad. The entering class numbers 250.

TEACHERS' INSTITUTES.

June 25. Southern Indiana Normal, Rockport, 6 weeks.
" 26. State Convention of County Superintendents, Indianapolis, 2 days.
July 2. Normal Review Term, Hartsville University, 4 weeks.
" 9. Review Term, Valparaiso, 6 weeks.
" 9. Normal Institute, Ladoga, 4 weeks.
" 10. Normal Institute, Indianapolis, 6 weeks.
" 16. Wayne County Normal, Centerville, 5 weeks.
" 16. Hancock County Normal Institute, Greenfield, 6 weeks.
" 16. Normal and Training Institute, Bedford, 6 weeks.
" 23. Frankfort Normal School, 6 weeks.
" 30. Normal School, Corydon, 4 weeks.
" 30. Pulaski County Normal, Star City, 10 weeks.

Iowa.

A MORE popular and hard-working state superintendent than C. W. von Coelln, we have not had for several decades. The Fort Dodge *Messenger* says: "He seems to make a satisfactory official, as well as an enterprising one."——The Anniversary exercises of the Iowa State Normal School will be held June 24–27. The annual sermon will be delivered by the Principal, Prof. Gilchrist. The Commencement exercises of the senior class will take place on Wednesday, June 27th. The examining board consists of the Supt. of Public Instruction, the President of the State Teachers' Association, the Principal of the Normal School, and two county superintendents. Hon. F. H. Thayer, editor of the Clinton *Age*, is one of the trustees of the State Normal School. He says the institution is in a flourishing condition, "and, though in operation less than a year, it has solved all doubts, and stands forth an unquestionable success." This is high authority, and the people of Iowa may well feel proud of this institution.——We copy the following from the Dubuque *Herald*: "There are sixty boards of school directors in this county. Entirely too many for useful purposes. There ought not to be more than one board of school directors for each township, except in case where there is a city or large town in a township. In such cases, as in this city, it is well enough to have a separate board of directors for such city or town. Every township ought to be a school district, and all sub-districts should be abolished as a nuisance." We trust that this subject of school district government will be discussed in all its bearings at the County Superintendents' Convention, which meets at Des Moines on the 28th inst.——The following are the officers for the Iowa Academy of Science: President, C. E. Berry, Ames; Vice Pres., W. H. Herrick, Grinnell; Secretary, S. Calvin, Iowa City. The next meeting will be held at Ames on the 26th of September.——Hon. J. B. Grinnell, of Grinnell, this state, is the identical man to whom Horace Greeley said, "Go west, young man."——There are two hundred and five students in attendance at the State Agricultural College.——Davenport has been called upon to mourn the loss of another of her teachers—Miss Florence Jackson, who died May 12th. Resolutions of respect were adopted by teachers of the city.——Des Moines talks of building a fine school house this summer. Avoca will do likewise.——An exchange warns school "marms" to be careful how they treat suitors. A young lady teacher of Allamakee county jilted a Norwegian admirer, and he waylaid her on her way home from school and revenged himself by biting off her nose.——Supt. Guthrie, of the Iowa City public schools, was waited upon recently by a delegation of scholars and made the recipient of a handsome present. The *Press* says: "Iowa City may feel satisfied that with Mr. Guthrie as superintendent the schools are in good hands, and that teachers, pupils, and the community will be the gainers."——We are gratified to learn that Prof W. M. Colby has been reëlected Principal of the Avoca schools without reduction of salary. Prof. Colby is doing good work, and the Avoca folks know it.——The graduating exercises of the Keokuk High School took place June 8th. A class of nineteen young ladies and gentlemen were presented with diplomas by the President of the Board. Supt. Jameson and his faithful corps of teachers are doing good work.——Our Marshalltown friends are in luck. They have reëlected Supt. C. P. Rogers for two years at a salary of $1,800 per annum, and he has accepted, though he has recently been tendered another position with an increase of salary. Supt. Rogers has had charge of the Marshalltown schools for the last three years. During that time he has made hosts of warms friends, and more than that—he has brought the schools of Marshalltown to a high grade of excellence. A thorough organizer, a skillful manager of teachers, an indefatigable worker, a ripe scholar, and a cultured gentleman, he merits the high esteem of his many friends and co-laborers.

TEACHERS' INSTITUTES.

June 25. State Normal Institute, DesMoines, 4 days.
" 28. County Superintendents' Convention, DesMoines, 2 days.
" 28. Assoc. of Principals and City Superint's, DesMoines, 2 days.
July 23. Clinton County Nor. Institute, Clinton, 4 weeks.

Kentucky.

THE periodical annoyance of changes in school organizations, changes in text-books, etc., is upon us. Every school board and every committee of every school board deems that its whole duty cannot be performed without the inauguration of some radical change—some novel change that has its suggestion not in necessity but in fertility of invention. When a merchant or manufacturer finds his business is flourishing and really taking care of itself, he does not usually try to bring everything into confusion by making radical changes in his business arrangements—yet when a number of men are entrusted with the care of schools they seem to be possessed with an almost insatiable desire to have their names identified with something that is novel and remarkable. A gentleman said to a teacher, "I used to be on the school board. You have been in the building on Spring St.?" "Yes." "Well, I projected that building and superintended its erection." The building is so notorious for faulty construction and inconveniences that the teacher thought the gentleman was joking, and she quietly remarked, "I have seen better." "Oh, yes," was the reply, "but none exactly like that. I assure you the plan was original with myself." It is this aspiration for originality that sometimes threatens the safety of a school system. In this respect Louisville is neither peculiar nor alone; though some important changes have been lately made there. Two new school houses are to be built—the required average attendance per teacher in the district schools is to be increased to fifty pupils, which will require an enrollment of at least sixty pupils, two of the special teachers of vocal music are to be dropped and the appropriations for that branch reduced from $4,100 to $1,600 per annum; and the course of study is to be greatly improved.——Gov. Hampton proposes to revise the school system of South Carolina, which, it would seem needs radical change. As an instance of the "blind leading the blind," a case is on record in which an order for a teacher's pay was signed by three trustees, "each of whom made his mark." The school trustees in that state are the persons who examine and appoint teachers, and Gov. Hampton objects to illiterate men filling such important postions. The more efficient the school system of a state can be made the more perfectly will it accompiish the elevation of the lower classes, by placing within their reach real facilities for learning.——The institute season has fairly begun. These meetings afford rare opportunities for improvement, and teachers who do not attend should not be

considered as well qualified to teach as those that do. Study the best methods, keep up with the times, and be able to wake up the dormant energies of your pupils. Keep posted in your profession if it is nothing more than tanning and brewing, and do not hesitate to spend a few dollars to make yourself a better teacher. Ten per cent is generally allowed upon a certificate for regular attendance at the teachers' institute. Do not be content with obtaining a certificate to teach, but try to be the best posted teacher in the county.——We have received notice of a normal institute to be held in Sardis, Miss., during the month of July. There will be two departments—white, and colored, with a full corps of instructors, among whom are Prof. Rainwater, Supt. Panola county, and Prof. William Sutton. The last week of July will be devoted to county institute work and will be free to all Mississippi teachers.——Elementary Chemistry, by S. F. Peckham, A. M. University of Minnesota, published at Louisville by John P. Morton & Co. 254 pages, is one of those fascinating conversational school books which lead the pupils to correct ideas with but little effort on the part of the teacher. Handsomely illustrated, and arranged according to the new nomenclature.——Mrs. Keel, in Edmonson county, Ky., has been teaching school for the last fifty years. She has passed three score and ten in her humble avocation among those people.

Minnesota.

THE contract for heating the State Normal School building at Mankato has been awarded to the Henderson furnace company, of Winona, to consist of five of Henderson's revertible draft furnaces. The work is to be completed by August 15th.——The contract for building a Catholic Academy at Waseca has been let to Mr. Conrad Bohn, of Winona, at $11,585, this being the lowest bid. Means have been provided for the erection of a fine convent building in Southern Minnesota, and the Rochester *Post* learns from Rev. Thomas O'Gorman that the institution is quite certain to be located at Rochester, upon condition of obtaining the necessary ground without charge.——Examinations at the Minneapolis Female Seminary closed on Friday, June 8th. On Monday evening following an entertainment was given by the Bethenian Society at Plymouth church. On Tuesday evening the graduating exercises occurred at the same place. Mrs. Melligan, the popular associate principal, will not return again to the school.——The Board of Education in Anoka has decided to engage Mr. and Mrs. R. D. Carville for another year provided they will accept the wages offered—$900 and $540. ——Chambers Hall was gorgeously decorated with flowers and evergreens, of the choicest varieties, all tastily arranged on Friday evening, it being the occasion of the commencement exercises of the class of '77, of the Owatonna High School. Professor Clinton, in his address, gave the result of the examination of this class, which was an exceedingly creditable showing, the percentage of each being far above that requisite for them to pass in order to enter the State University. The oration of Rev. Robert A. Clapp showed much deep thought and profound study. Excellent music was furnished by the Beethoven quartette and cornet band.

Illinois.

E. P. FROST, after six years of successful management of the Peoria High School, retires from the position. The Board of Education adopted the following complimentary resolutions:

"WHEREAS, E. P. Frost, for six years past principal of the Peoria High School, has for personal reasons, handed to this board his resignation, and this resignation has been accepted, therefore, *Resolved*, That in accepting Mr. Frost's resignation we wish to express to him our high appreciation of the qualities which he has exhibited both as a teacher and a citizen, during his residence in our city, and also of those higher traits of character which have always caused his influence, by word and example, to be exerted on the side of a high and pure morality, and that we cordially recommend him as a man of high scholarship, and unblemished character, endowed in a high degree, with gifts calculated to make him a successful instructor of the young."

Jesse C. Comstock is to be the next principal of the Martinsville schools. ——W. H. Brown has been appointed principal of the Casey schools.——The Moline School Board determined to economize. They consequently announced a material reduction in the salaries of their assistant teachers. This action called forth a most earnest protest from the principal, Mr. Gregory, and his subordinates. We regret that all boards that have competent teachers, and that feel an itching to do something in the way of "economizing," cannot read his letter, which we find in *The Daily Union*. Did space permit, we should gladly transfer it to our columns. His letter concludes as follows: "I have repeatedly said that I would not be a party to this wrong, by accepting the offer made me. I now say to you, gentlemen, that upon the condition that you take such action as shall satisfy these teachers—and I see no way of doing so except by restoring their salaries as they were—I will remain for one year at any salary you may choose to name." The teachers submitted the following estimate of expenses: Board at $5 per week, total for 8½ months, $170; washing, 50c per week, total for 8½ months, $17; board for short vacations, or traveling expenses to and from home, $15; defraying expenses incurred by sickness, $10; teachers' wardrobe at low figures, $100; sewing, $25; church and charitable purposes, $15; necessary school books, periodicals, and means of culture demanded by a progressive age of its educators, $10; total, $362; salary at $45 per month for 8½ months, $382.50; leaving a cash balance of $20.50 to defray expenses for a long summer vacation of fifteen weeks at the rate of $4 to $5 per week for board. We are pleased to note that the citizens protested against the action of the Board, and they wisely concluded to restore the salaries to the former figures. ——J. S. McClung remains at Delavan next year.——J. W. Lowdermilk is elected principal of the Auburn schools.——E. A. Gastman has been elected Superintendent of the Decatur schools for the eighteenth time. A class of twenty-eight graduated from the high school this year.

TEACHERS' INSTITUTES.

JULY 8. Normal Institute, Wenona, 4 weeks.
" 9. Whiteside County Normal Institute, Sterling, 5 weeks.
" 10. Illinois Principals' Association, Dixon, 3 days.
" 16. Normal Institute, Lincoln, 5 weeks.
" 16. Teachers' Institute, Geneva, 3 weeks.
" 16. Normal Institute, Lincoln, 5 weeks.
" 23. Clark County Teachers' Institute, Marshall, 4 weeks.
" 23. Vermillion County Normal School, Danville, 5 weeks.
" 30. Teachers' Institute, Delavan, 3 weeks.
" 30. Knox County Teachers' Drill, Knoxville, 4 weeks.
" 30. Champaign County Normal School, Champaign, 4 weeks.
AUG. 6. Peoria County Teachers' Drill Institute, Elmwood, 4 weeks.

Wisconsin.

WISCONSIN TEACHERS' ASSOCIATION.

TWENTY-FIFTH Annual Session to be held at Green Bay, July 17-19.

PROGRAMME.—*Tuesday Evening*, July 17, 8 P. M. 1. Address of Welcome. 2. Man's Place in the Universe—Rev. H. N. Simmons, Kenosha.

Wednesday Morning, July 18, 9 A. M.—1 P. M. 1. Opening Exercises. 2. President's Address. 3. Business. 4. History of Wisconsin Teachers' Association—A. Salisbury, Whitewater. 5. Paper—Daily Preparation of the Teacher—Hattie Clark, La Crosse High School. 6. Course of Study for Mixed Schools—Report of Committee—R. Graham, S. Shaw, W. B. Minaghan. 7. Discussion of Report. 8. Promotion in Graded Schools —A. A. Miller, Waukesha. 9. General Business.

Wednesday Evening, 8 o'clock.—Lecture, Mental Discipline—Dr. Kempster, Oshkosh.

Thursday Morning, July 19.—1. Opening Exercises. 2. Reports of Committees. 3. Paper—Relation of Parent and Teacher—Ella C. Jones, Sheboygan High School. 4. Kindergarten Instruction in Public Schools—Prof. W. N. Hailman, Milwaukee. 5. The Education Needed for the Citizen—Report of Committee—G. S. Albee, Wm. F. Phelps, W. H. Chandler. 6. Discussion of Report. 7. A Woman's Experience as County Superintendent of Schools—Agnes Hosford, County Superintendent of Eau Claire County. 8. Teutonism vs. Romanism, Sub-Lecture—Prof. R. B. Anderson, Madison. 9. General Business and Election of Officers.

Thursday Evening, 7:30.—Reports of Committees and Business. 8:30.—Lecture—Enemies of Scientific Progress—Prof. Edward Olney, University of Michigan.

HOTEL RATES.—First National and Beaumont, $1.50 per day; Cook's Hotel, $2.00 per day.

RAILROADS.—The leading lines in the state return teachers at one-fifth full fare.

EXCURSION.—A steamboat excursion on the bay is planned for Thursday afternoon.

M. T. PARK, President.
H. C. HOWLAND, Ch'm Ex. Com.
L. D. HARVEY, Sec'y.

We learn from President Park that everything promises well for the session. A very fine hall is secured and hotels are first-class.

Later Educational News.

NEWS FROM THE COLLEGES.—Miss Magill, a daughter of President Magill, of Swarthmore College, took the degree of Ph. D. at Boston University, at the recent commencement. Among the seven graduates who are women, one is a granddaughter of Dr. Channing.——The Harvard examinations for women, which were held in New York the first week in June, were well attended, and there is a probability that these simultaneous examinations in New York, Boston, and Philadelphia will be permanently maintained. They are a part of the regular work of the University, and are of two grades, preliminary and advanced. The two cannot be taken in one year, and the advanced can only be taken by those who have passed the preliminary. There were, therefore, no candidates this year in New York for the advanced examination, but there were eighteen candidates for the preliminary.——President D. C. Gilman was married June 13th to Miss Lillie Woolsey, niece of ex-President Woolsey, of Yale College, and sister of Susan Coolidge, the well-known authoress. They are making their wedding tour in Europe.

CONNECTICUT.—Secretary Northrop has sailed for Europe by request of the Connecticut State Board of Education to inspect the schools of forestry and the industrial schools of Europe, with a view to engaging more systematically in the planting of timber trees, especially the European larch, which has been extensively planted in European countries.

FRANCE.—More than four thousand schools in France have banks for the savings of the children, an institution which it would be well to introduce into this country.

GREAT BRITAIN.—The principal and first assistant of a school at Egglescliff were dismissed by the managers of the school because the pupils did not observe "good order"—by paying obeisance to the country gentry—while out of school. It is not in this country alone that teachers hold their positions subject to the whims of ignorant and unreasonable "managers."——Miss Miller, a member of the London School Board, married a Mr. Ford, but chose to retain her maiden name of Miller, and is now enrolled on the Board as Mrs. Miller. When a tie vote occurs in the Board, the legality of her choice will probably be tested by the party whose notion fails by one vote.

ILLINOIS.—Princeton High School graduated a class of 24, June 8th—11 boys and 13 girls. In spite of a heavy rain, the largest church in the city was filled all day with an interested audience. Dr. J. M. Gregory made an address in the afternoon, and the diplomas of the class were presented by Dr. Richard Edwards. The class is the largest ever graduated.

IOWA.—Prest. L. P. Lacy, of Oskaloosa College, has been elected principal of the Kentucky Female Orphans' Home, situated at Midway, Ky. He is well fitted for the work, and goes there at once.

LIST OF NORMAL INSTIUTES APPOINTED FOR IOWA.

County.	*Place held.*	*Date.*	*W'ks.*	*County.*	*Place held.*	*Dats.*	*W'ks.*
Appanoose,	Centerville,	Aug. 6,	5	Jasper,	Newton,	Aug. 6,	4
Buchanan,	Independence,	July 30,	5	Johnson,	Iowa City,	Aug. 6,	3
Cass,	Atlantic,	July 9,	4	Lucas,	Chariton,	July 16,	4
Cerro Gordo,	Mason City,	Aug. 13,	4	Lyon,	Rock Rapids,	Aug. 28,	3
Cherokee,	Cherokee,	July 9,	3	Monona,	Onawa,	Aug. 6,	3
Clayton,	Elkader,	Aug. 13,	3	Monroe,	Albia,	Aug. 6,	4
Delaware,	Manchester,	Aug. 13,	4	Polk,	Des Moines,	July 9,	3
Des Moines,	Burlington,	July 9,	3	Scott,	Davenport,	July 16,	4
Dubuque,	Dubuque,	Aug. 13,	3	Union,	Creston,	Aug. 6,	4
Franklin,	Hampton,	Aug. 13,	4	Van Buren,	Keasauqua,	Aug. 13,	4
Fremont,	Riverton,	July 9,	2	Wapello,	Ottumwa,	Aug. 6,	4
Harrison,	Logan,	Aug. 6,	3	Webster,	Fort Dodge,	Aug. 6,	4
Jackson,	Maquoketa,	Aug. 13,	3				

C. W. VON CŒLLN,
Supt. Public Instruction.

DES MOINES, June 12, 1877.

MASSACHUSETTS.—Mrs. Margaret Blanchard has bequeathed $80,000 for the foundation of a school in Harvard, to be called Bloomfield Academy, after her grandmother.

MICHIGAN.—The Association of the Alumni of the Ann Arbor High School will hold its annual re-union to-morrow evening in the chapel of the High School building.

MINNESOTA.—The following teachers have been chosen by the State Normal Board for the school at St. Cloud. D. L. Kiehle, Principal; T. J. Gray, Natural Science and Mathematics; Miss E. M. Stewart, Methods and Superintendent of Model School; Miss. A. M. Guernsey, Botany, Drawing, and Physiology; Miss Mary Gunderson, Grammar, Geography, and History; Miss Mary L. Gilman, Assistant in Model.

NEW YORK.—A young lad thirteen years old has been found in New York who can multiply mentally two numbers of seven figures each, and do it more rapidly than a rapid accountant with pencil and paper. He does it by multiplying from left to right, and can calculate interest, extract the square root, and combine factors in the same way quite as rapidly.——The study of German has been excluded from the public schools of Rochester.——The Board of Education of the City of New York, as trustess of the College of the City of New York, have reduced the salary of the Professor of Spanish to $3,000, and elected Prof. David B. Scott to the chair of English Literature, in place of Prof. Barton, lately deceased. The offices of Principal of the introductory class and Vice-President of the College were abolished. A by-law providing that professors shall work "not more" than three hours was changed to "not less" than three hours.——Governor Robinson has checked another advance movement in educational matters by vetoing the bill allowing women on the school boards of the state.——The thirty-second anniversary of the New York State Teachers' Association will be held at Plattsburgh, July 24th, 25th, and 26th. A very interesting programme has been published.

NORTH CAROLINA.—A normal school is to be held in connection with the University during the summer vacation, to which all teachers are invited free of charge. The conveniences of the University will be used for the school free of charge. This is in lieu of a state normal school, for which the appropriation is limited to two years.

OHIO.—The buildings of Miami University are to be used for the next ten years for a scientific and classical preparatory school, having been leased by a gentleman for that purpose.——The Swedenborgians are about to finish the endowment of their university at Urbana.

WISCONSIN.—The *Jefferson County Union* speaking of the Fort Atkinson High School, says: "From no other school in the state, of the kind, do scholars go forth better drilled and grounded in the elements of a sound English education. To graduate from the Fort Atkinson High School means the final culmination of a five years' course of thorough conscientious study under the watchful care and guidance of one of the best educators in the northwest."——The anniversary exercises at Beloit College occur next week, beginning Sunday with the Baccalaureate sermon, by Prest. Chapin. Commencement Wednesday morning.——The name of President Whitford, of Milton College, has been mentioned by some of the papers of the state, as a candidate for State Superintendent.

CHICAGO NOTES.

AT the meeting of the Board of Education, June 14th, some important business was transacted. The resignation of Supt. J. L. Pickard was presented and laid over till the next meeting. The following report was then presented:

The Committee on Salaries have had under careful consideration the subject matter of the salaries of the employes of the Board of Education, and unanimously concur in recommending the following schedule of salaries for officers and teachers for the remainder of the calendar year, 1877:

	Rate of annual salaries.
Superintendent of Schools	$3,000
Assistant Superintendent of Schools	2,500
Principal of High School	2,250
Principals of Division High Schools	2,000
Clerk of Board of Education	1,875
Attorney of Board of Education	1,875
Building and Supply Agent	1,875
Principals of 16-room buildings	1,550
Special teacher of vocal music	1,500
Special teacher of drawing	1,500
(Not to exceed 12) teachers in High School	1,500
Principals of 12-room Grammar Schools	1,350
Special teacher of German	1,200
(Not to exceed 6) teachers in High School	1,000
Principals of 12-room Primary Schools	900
Head Assistants in Moseley and Skinner Schools	900
Principal of Wicker Park School	900
Principals of Lawndale School, Elizabeth Street, and S. Union Street Schools	825
Assistant Clerks in the offices of the Board	800
Principal of Sheldon Primary School	800
High School teachers (other than above designated)	750
Head Assistants in Grammar Schools	750
Principals in Primary Schools, heretofore paid $725 and $687.50	750
Salary of School Agent	450

REGULAR TEACHERS OF DIVISIONS.

	Gram.	Prim.
For first and second years of service	$450	$400
For third and fourth years of service	550	500
For fifth and sixth years of service	650	600

We recommend that the double or half-day divisions be abolished.

The aggregate of expenditures provided for in the schedule of salaries here recommended does not exceed that of the schedule upon which we are now working. The new schedule simply provides for a more equitable distribution of the funds placed at our disposal.

CHARLES H. REED,
ISAAC N. ARNOLD,
RODNEY WELCH,
Committee on Salaries.

This report was adopted, after fixing the salaries of principals of grammar schools at $1,000, and of division high schools at $1,875, a reduction of $125 in case of the latter.

EDUCATIONAL CALENDAR.

[Announcements of educational gatherings, in all parts of the country, are invited for insertion in this list.]

JUNE 26. Missouri Teachers' Association, Sedalia, 3 days.
" 26. State Teachers' Association, Emporia, Kansas, 3 days.
" 29. County Superintendents' Convention, Emporia, Kansas, 1 day.
JULY 9. American Institute of Instruction, Montpelier, Vt., 3 days.
" 10. German Summer School, Cazenovia, N. Y., 4 weeks.
" 10. French Normal School, Amherst College, 6 weeks.
" 10. American Philological Association, Baltimore, Md., 3 days.
" 10. Educational Association of Virginia, Fredericksburg, 3 days.
" 12. Maryland State Teachers' Association, Easton.
" 17. Wisconsin Teachers' Association, Green Bay, 3 days.
" 24. N. Y. State Teachers' Association, Plattsburgh, 3 days.
" 25. New England Normal Institute, East Greenwich, R. I., 4 weeks.
" 28. Minnesota Educational Association, Mankato, 4 days.
AUG. 7. Pennsylvania Teachers' Association, Erie, 3 days.
" 7. Exam. of Candidates for State Certificate, Madison, Wis., 5 days.
" 14. National Educational Association, Louisville, Ky., 3 days.
" 29. Arkansas State Teachers' Association.

Publishers' Notes.

OUR subscribers will remember that next week the editors and publishers of the WEEKLY will take their summer vacation! Do not expect another paper until the week after.

—County superintendents and institute conductors are invited to send to us for circulars and specimen copies of the WEEKLY to lay before the teachers at the summer institutes in all the states. Our clubbing rates make the WEEKLY the cheapest educational journal in the country, and we hope to receive a club of at least ten from every institute—from some, fifty and a hundred.

—We have information that may be of value to some of our readers, and we hasten to make it known. Mr. R. F. Bowdish, 206 Broadway, New York, has a microscope of very high power and elaborately mounted, manufactured in Paris, worth at least $75, which can be purchased for about $50. We advise those who anticipate purchasing such an instrument to write to him.